DOCUMENT RESUME

ED 420 613 SO 028 886

AUTHOR	Stroble, Jean A.
TITLE	Getting to Know Eastern Europe: Bulgaria. An Interdisciplinary Thematic Unit for Middle School Students. Fulbright-Hays Summer Seminars Abroad, 1997. (Romania and Bulgaria).
SPONS AGENCY	Center for International Education (ED), Washington, DC.
PUB DATE	1997-00-00
NOTE	13p.; For other documents in the 1997 program, see SO 028 883-890.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Area Studies; Foreign Countries; *Geography; *Global Education; *Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Middle Eastern Studies; Middle Schools; Multicultural Education; Social Studies
IDENTIFIERS	*Bulgaria

ABSTRACT

This project is designed for interdisciplinary study at the middle school level with an exploration of the country of Bulgaria. Suggestions are made for communications arts using the Cyrillic alphabet, music and folk songs, family and consumer sciences, art and crafts, and history and geography. (EH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 420 613

FULBRIGHT

Getting to Know Eastern Europe: Bulgaria. An Interdisciplinary Thematic Unit for Middle School Students.

Fulbright-Hays Summer Seminars Abroad, 1997.
(Romania and Bulgaria)

Jean Stroble
Washington Middle School
Glendive, Montana 59330

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

JULIA STEFANOVA

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

SO 028 886

GETTING TO KNOW EASTERN EUROPE: BULGARIA

an interdisciplinary thematic unit for middle school students

Created in fulfillment of requirements for the Fulbright-Hays Seminars Abroad Program
Rumania/Bulgaria 1997

by
Jean A. Stroble
Washington Middle School
Glendive, Montana 59330

GETTING TO KNOW EASTERN EUROPE: BULGARIA
an interdisciplinary thematic unit for middle school students

INTRODUCTION

This curriculum project is designed for use at the middle school level. An important part of the middle school concept is exploratory programs, and this project was designed to help fill that need in an interdisciplinary fashion. Because its focus is exploration rather then mastery, the emphasis of the end product is awareness rather than objectively measurable results.

All or parts of this project could be a component of a global studies program, an international festival, a multicultural studies requirement, or simply to incorporate a rich and unusual context through which to achieve content area curriculum objectives already in place. Each portion of the project could be handled by that content area teacher, or a teacher in a self-contained classroom could teach all the segments. Think of it as a cafeteria approach to project development. Pick and choose to make it work for you and your students.

In my school, this project will join another on the Middle East as part of our ongoing development of a global studies program. The presentation of the project follows the history department's completion of study of the Cold War, in order to arm the students with some background knowledge of world events leading to the fall of the Iron Curtain and the renewing of contacts between what is now Central Europe and the West. I find this particularly important as middle school age students have no memory of the Soviet Union and the Warsaw Pact countries.

This project reflects not only knowledge I gained while participating in the Fulbright-Hays Summer Seminar Abroad, but also the limitations of teaching in rural Montana. We are very used to covering everything on our own. If you live in an area where you have access to native speakers, folk dance ensembles, ethnic centers and museums, please to incorporate them into these activities. Never underestimate the power of a guest speaker or a field trip!

COMMUNICATION ARTS

OBJECTIVES: The learner will develop an awareness of language families.

The learner will demonstrate ability to decipher proper names and cognates written in the Cyrillic alphabet.

MATERIALS: language family chart, flashcards of the Cyrillic alphabet, flashcards of proper names and cognates, pronunciation of these letters and words on tape*

STRATEGIES:

1. Tell the students about language families. Have them guess which languages are closely related. Tell them that one of the characteristics of language families is the written representation of those languages. Writing samples from radically different systems (English, Arabic, Chinese, etc.) can be used to illustrate this.

2. Introduce the Slavic language family. Point out that while they are related, some are written with the Latin alphabet while others are written with a system called the Cyrillic alphabet.

3. Present the Cyrillic alphabet, dividing the letters into three categories: those which correspond to the Latin alphabet, those that look the same but have different sounds, and those which are completely different.

4. Have students repeat the sounds of the letters. When they are reasonably comfortable, present proper names and cognates for them to decipher. Begin with words that are closest to English and gradually build to more difficult words. Tell the students to think of it as breaking a secret code.

5. Divide students into groups. Give each group a set of words on flashcards or a sheet. Give a bonus to the group to be the first to decipher all the words.

6. Have students transliterate their own names into the Cyrillic alphabet. Have them wear Cyrillic name tags for the rest of the day.

EVALUATION: If an evaluation more formal than teacher observation of the above activities is desired, compose a follow-up worksheet or quiz of words to be deciphered.

BACKGROUND NOTES:

In the 9th century, the first Bulgarian Empire was the birthplace of the Slavonic script, most probably created by two brothers of Slav-Bulgarian descent, Cyril and Methodius. The alphabet used today by Bulgarians, Russians, and Ukrainians is called the Cyrillic alphabet. It is believed to have been created by disciples of the two brothers, who are now considered saints in the Orthodox religion. For more information regarding this alphabet, consult an encyclopedia or Slavic linguistics text.

A chart of language families can usually be found in most encyclopedia or introductory linguistic texts as well.

* If you're fortunate enough to live in an area with native speakers of Bulgarian, invite them into your class or ask them to make a tape for you. Never underestimate the power of guest speakers! If not, *Teach Yourself Bulgarian* by Michael Holman and Mira Kovatcheva (NTC Publishing Group, Lincolnwood, IL, 1993) is a great resource and is available with cassettes.

THE CYRILLIC ALPHABET

LETTERS THAT ARE THE SAME:

A E K M O T

LETTERS THAT LOOK THE SAME BUT ARE PRONOUNCED DIFFERENTLY

B (pronounced "v") H (n) P (r) C (s) Y (oo) X (kh)

LETTERS THAT LOOK DIFFERENT

Б (b) Г (g) Д (d) Ж (zh) З (z) И (ee) Й (i)

Л (l) П (p) Ф (f) Ц (ts) Ч (ch) Ш (sh) Щ (sht)

Ъ (ə) Ь (y) Ю (yoo) Я (ya)

SAMPLE COGNATES AND PROPER NOUNS

America Америка

Michael Майкъл

Julie Джули

Coca-Cola Кока-Кола

Montana Монтана

New York Ню Йорк

April Април

banana Банан

hotel хотел

restaurant ресторант

garage гараж

idea идея

football (soccer) футбол

sandwich сандвич

MUSIC

OBJECTIVE: The learner will develop cultural awareness through folk songs.

MATERIALS: Folk song texts--Even before multiculturalism became a catchphrase in education, music educators exposed students to music from around the globe. Because of that, folk music from almost any country and culture in the world is readily available. Some resources to investigate:

Boardman, Eunice and Beth Landis. *Exploring Music*. Holt, Rinehart, Winston, 1971.

Bolam, Ken and Jean. *Folksongs from Eastern Europe*. London: Faber Music Ltd., 1992.

Brass, editor. Village Harmony: *Songs of the Balkan People*. (Available through Westmusic, Coralville, IA)

Luboff, Norman and William Stracke. *International Book of Songs*. (Available through Music in Motion Inc.)

STRATEGIES:

1. Ask the students about American folk songs they know. Discuss the purposes of folk music, what distinguishes it from pop music, etc.

2. Expand the discussion to include international folk music. Look at the text of "The Echo of our Youth." Ask the students why they think this song was created. What does the song tell them about the people who sang it?

3. Teach the song to the students.

EVALUATION: Have the students express their understanding of the folk song through drawing, collage or other art form.

BACKGROUND NOTES:

The lyrics to the Bulgarian folk song used in this lesson are an English translation. A more ambitious lesson could incorporate a language lesson by working on a folk song in the original language.

EXPANSION:

Bulgarian folk music with its distinctive style of vocal production has become increasingly popular internationally. Because of this, recordings of groups such as le Mystere des Voix Bulgares or Pirin Bulgarian National Folk Ensemble are available in the U.S. Use the recordings for a music appreciation lesson in conjunction with having the students learn a basic folk song.

FAMILY AND CONSUMER SCIENCES (HOME ECONOMICS)

OBJECTIVE: The learners will develop cultural awareness through traditional foods of Bulgaria.

MATERIALS: fully-equipped kitchen, ingredients as required by the recipes in notes

STRATEGIES:

1. Ask the students what they think are traditional American foods. Record these on a board. Ask why they think of these as traditional. Is there a connection with their own family ties?

2. Tell the students that often traditional foods are determined by food products typically available, that agriculture and cuisine are linked.

3. Present the items to be prepared. Divide students into groups and assign each group a dish to prepare. Prepare the food.

4. Have the students assess the nutritional value of the items they are preparing.

EVALUATION: Taste! Have the students express their assessments of the food in written or oral form.

BACKGROUND NOTES:

If your school does not have kitchen facilities for cooking classes, you may want to recruit parents for preparing foods outside of school. Explore the possibilities of an international potluck.

RECIPES:

Shopska Salad:

Ingredients--3-4 tomatoes, diced; one cucumber, diced; 4-5 green peppers; one onion, diced; 4 ounces brined sheep's cheese (feta will work), fresh parsley, vinegar, sunflower oil and salt.

Instructions--Bake, peel and seed peppers. Cut into small strips and add the diced tomatoes, cucumbers and onion. Add salt, oil and vinegar, and mix. Serve in the shape of a pyramid, top with finely chopped parsley and grated cheese.

Eggplant puree:

Ingredients--2-3 eggplants,4-5 peppers, 2-3 tomatoes, 4 cloves garlic, parsley, vinegar, sunflower oil, and salt.

Instructions--Bake the eggplant and peppers. Peel and cut into pieces. Add the finely diced or grated tomatoes, then the crushed garlic. Mix, add oil and vinegar. Salt to taste and beat into a puree (blender use optional). Pour into a shallow bowl and top with finely chopped parsley. Serve with bread.

Tarator (cold yoghurt soup):

Ingredients--3 cucumbers, 16 ounces plain yogurt, 1/2 cup ground walnuts, 4 cloves crushed garlic, fresh dill, sunflower oil and salt.

Instructions--Beat the yogurt. Add the crushed garlic, ground walnuts, finely diced cucumbers, oil and salt. Stir and dilute with cold water. Serve sprinkled with finely chopped dill.

Stuffed peppers with egg and cheese:

Ingredients--2 pounds red peppers, 6 eggs, 1/2 pound feta cheese, breadcrumbs, parsley, sunflower oil, and salt.

Instructions--Bake, peel and seed the peppers. Mix the crumbled cheese with 4 beaten eggs. Stuff the peppers with the mixture. Roll the stuffed peppers in beaten eggs and breadcrumbs and fry in hot oil. Serve sprinkled with finely chopped parsley.

ART

OBJECTIVE: The learner will develop cultural awareness through traditional crafts of Bulgaria.

MATERIALS: cardboard, colored construction paper, fake fur, feathers, bells, sequins and other ornaments, scissors, glue

STRATEGIES:

1. Show the students a variety of types of masks, either real or photographs. Ask the students when people wear masks and why. Examples: a ski mask to protect, Halloween masks for fun, theatrical masks for styles of drama, surgical masks to prevent disease, masks to disguise and transform.

2. Tell the students about the use of masks in traditional ritual (a bride's face being covered until the end of a wedding ceremony, etc.). Introduce the Bulgarian tradition of the *koukeri* games as outlined in the notes.

3. Have the students create their own *koukeri* masks.

EVALUATION: Teacher and students assess the final products.

BACKGROUND NOTES:

Koukeri masks are worn by men during *koukeri* games. The games performed during Shrovetide (the three days before Lent) are a traditional ceremony at the beginning of the agricultural year to encourage a rich harvest. The masks are traditionally made of wood and are ornamented with gaudy threads, pieces of colored cloth, mirrors, and fur, with copper or bronze bells suspended from the masks. Some of the masks are two-faced, one side representing good and the other evil.

As in most folk traditions, the color of the decorations is significant. Red is a dominant color, as a symbol of fertility and the rebirth of nature, the sun and fire. Black represents the earth, and white symbolizes water and light.

HISTORY/GEOGRAPHY

OBJECTIVES: The learner will identify key moments in Bulgarian history.
The learner will identify Bulgaria on a world map.

MATERIALS: world map, markers and poster board or butcher paper for timelines

STRATEGIES:

1. Use the Know-Want to know-Learned approach. Ask the students what they know about Eastern Europe and Bulgaria. Record their answers on the board.

2. Ask the students what they would like to learn about this part of the world. Record these as well.

3. Show the students the location of Bulgaria on a world map. Point out its position between twentieth century powers in the East and the West. Explain how geography often determines history, especially the history of invasion and occupation.

4. Divide the students into groups. Assign each group a century--you may want to divide the twentieth century into three or more groups. Have the groups research the events which occurred in Bulgaria during the century they have. Have them create a timeline of the major events for that century.

5. Bring the class together. Have the students present their timelines. Put all of the timelines together. Ask the students if they can identify patterns in Bulgarian history.

EVALUATION: Complete the KWL by asking the students what they've learned.
In addition to the timeline, have each group compose questions on their century. Compile these into a quiz or worksheet to use for assessment.

EXPANSION: If you have computers available, give the students the opportunity to explore the uses of data base operations. Have the students create a data base of world statistics (*Scholastic Update's* world affairs annual issue is a great source of data.) Using this data base, have the students draw conclusions about Bulgaria's current situation by considering such things as life expectancy, per capita income, and literacy. Compare Bulgaria to the rest of the Eastern European countries and the rest of the world.

BACKGROUND NOTES:

The history of Bulgaria and all of Central Europe is very complicated, perhaps too much so for this age group. However, the patterns of invasion and influence that swept through this area can be accessible to middle school students. As much visual support as possible will make the concepts easier for the students to grasp.

The following are teacher resources to aid in the presentation of this material

Crampton, R. J. *A Short History of Modern Bulgaria*. Cambridge University Press, 1987.

Dmitrov, Bojidar. *Bulgarians--Civilizers of the Slavs*. Sofia, Bulgaria: Publishing House Beːina, 1993.

Fallon, Steve. *Eastern Europe on a Shoestring*. Hawthorne, Australia: Lonely Planet Publications, 1997.

Kaplan, Robert D. *Balkan Ghosts: A Journey through History*. New York: St. Martin's Press, 1993.